

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-18-00-01-0008
 Name: Lackawanna High School
 Principal: Craig Pawlak

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	214	228	235
Tenth	175	151	166
Eleventh	84	127	116
Twelfth	113	128	119
Ungraded Secondary	0	0	0
Total K-12 Enrollment	586	634	636

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.7%	2	0.3%	5	0.8%
Black (Not Hispanic)	104	17.7%	133	21.0%	122	19.2%
Hispanic	49	8.4%	42	6.6%	45	7.1%
White (Not Hispanic)	429	73.2%	457	72.1%	464	73.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	23	29
Mathematics Grade 10	0	12	20
Science Grade 10	22	19	26
Social Studies Grade 10	24	19	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	26	4.4%	32	5.1%	20	3.1%
Eligible for Free Lunch	197	33.6%	238	37.5%	373	58.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.3%		89.2%		88.5%
Student Suspensions	44	7.3%	13	2.2%	75	11.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.1%	11.0%	16.7%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	90	36	40%	109	28	26%	115	40	35%
Students with Disabilities	5	0	0%	0	0	0%	5	1	20%
All Students	95	36	38%	109	28	26%	120	41	34%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	43	51	3	6	7	10
Percent	36%	42%	3%	5%	6%	8%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	1	9	14

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			56		22	
	Entered GED Program*			14		12	
	Total Noncompleters			70		34	
Students with Disabilities	Dropped Out			8		4	
	Entered GED Program*			1		3	
	Total Noncompleters			9		7	
All Students	Dropped Out	19	3.2%	64	10.1%	26	4.1%
	Entered GED Program*	9	1.5%	15	2.4%	15	2.4%
	Total Noncompleters	28	4.8%	79	12.5%	41	6.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	65
	Number of Students with Disabilities		0	0
	Number of All Students		0	65
	Percent of Enrollment		0%	10%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	97%	0	0%	47	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	62	92%	0	0%	90	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	83%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	15	53%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	18	39%	4	#
Science	8	50%	22	9%	2	#
Reading	0	0%	5	100%	1	#
Writing	0	0%	5	100%	2	#
Global Studies	6	50%	4	#	0	0%
U.S. Hist & Gov't	11	100%	1	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	100%	0	0%	66	58%
Science	16	81%	0	0%	63	48%
Reading	5	100%	0	0%	13	85%
Writing	5	100%	0	0%	12	100%
Global Studies	3	#	0	0%	15	27%
U.S. Hist & Gov't	6	33%	0	0%	8	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	140	141	127	8	0	13
Number Scoring 55–100	133	127	111	8	0	8
Number Scoring 65–100	86	87	93	2	0	1
Number Scoring 85–100	5	12	25	0	0	0
Percentage of Tested Scoring 55–100	95%	90%	87%	100%	0%	62%
Percentage of Tested Scoring 65–100	61%	62%	73%	25%	0%	8%
Percentage of Tested Scoring 85–100	4%	9%	20%	0%	0%	0%
Mathematics A						
Number Tested	0	8	134	0	0	13
Number Scoring 55–100	0	5	85	0	0	2
Number Scoring 65–100	0	2	62	0	0	1
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	62%	63%	0%	0%	15%
Percentage of Tested Scoring 65–100	0%	25%	46%	0%	0%	8%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	156	149	172	12	1	19
Number Scoring 55–100	149	123	135	11	#	8
Number Scoring 65–100	115	86	111	8	#	4
Number Scoring 85–100	14	7	11	1	#	2
Percentage of Tested Scoring 55–100	96%	83%	78%	92%	#	42%
Percentage of Tested Scoring 65–100	74%	58%	65%	67%	#	21%
Percentage of Tested Scoring 85–100	9%	5%	6%	8%	#	11%
U.S. History and Government (first administered June 2001)						
Number Tested	118	149	149	5	0	13
Number Scoring 55–100	92	126	141	3	0	9
Number Scoring 65–100	62	97	117	1	0	6
Number Scoring 85–100	10	13	23	0	0	0
Percentage of Tested Scoring 55–100	78%	85%	95%	60%	0%	69%
Percentage of Tested Scoring 65–100	53%	65%	79%	20%	0%	46%
Percentage of Tested Scoring 85–100	8%	9%	15%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	111	94	180	0	0	31
Number Scoring 55–100	107	91	163	0	0	21
Number Scoring 65–100	98	86	139	0	0	14
Number Scoring 85–100	12	11	19	0	0	1
Percentage of Tested Scoring 55–100	96%	97%	91%	0%	0%	68%
Percentage of Tested Scoring 65–100	88%	91%	77%	0%	0%	45%
Percentage of Tested Scoring 85–100	11%	12%	11%	0%	0%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	101	161	171	3	0	24
Number Scoring 55–100	74	125	122	#	0	6
Number Scoring 65–100	57	87	92	#	0	3
Number Scoring 85–100	6	12	23	#	0	0
Percentage of Tested Scoring 55–100	73%	78%	71%	#	0%	25%
Percentage of Tested Scoring 65–100	56%	54%	54%	#	0%	12%
Percentage of Tested Scoring 85–100	6%	7%	13%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		54	76		0	0
Number Scoring 55–100		50	67		0	0
Number Scoring 65–100		34	42		0	0
Number Scoring 85–100		7	6		0	0
Percentage of Tested Scoring 55–100		93%	88%		0%	0%
Percentage of Tested Scoring 65–100		63%	55%		0%	0%
Percentage of Tested Scoring 85–100		13%	8%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	19	23	25	0	0	2
Number Scoring 55–100	19	20	23	0	0	#
Number Scoring 65–100	19	10	21	0	0	#
Number Scoring 85–100	5	5	5	0	0	#
Percentage of Tested Scoring 55–100	100%	87%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	43%	84%	0%	0%	#
Percentage of Tested Scoring 85–100	26%	22%	20%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	40	40	41	0	0	1
Number Scoring 55–100	39	33	41	0	0	#
Number Scoring 65–100	39	31	41	0	0	#
Number Scoring 85–100	9	14	20	0	0	#
Percentage of Tested Scoring 55–100	97%	82%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	78%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	23%	35%	49%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	116	28	8	1	0	0
Number Scoring 55–100	92	11	4	#	0	0
Number Scoring 65–100	76	5	1	#	0	0
Number Scoring 85–100	18	1	0	#	0	0
Percentage of Tested Scoring 55–100	79%	39%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	66%	18%	12%	#	0%	0%
Percentage of Tested Scoring 85–100	16%	4%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	84	65	28	0	0	0
Number Scoring 55–100	64	46	18	0	0	0
Number Scoring 65–100	56	38	15	0	0	0
Number Scoring 85–100	12	7	1	0	0	0
Percentage of Tested Scoring 55–100	76%	71%	64%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	58%	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	11%	4%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	85	95%	60	42%	102	84%
Students with Disabilities	12	83%	0	0%	32	31%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	113	113	113	11	11	11	124	124	124
Number Scoring 55–64	11	22	9	3	2	2	14	24	11
Number Scoring 65–84	82	70	82	3	2	2	85	72	84
Number Scoring 85–100	14	14	16	0	0	0	14	14	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)